

THE MAGAZINE GUARDIAN For Parents, Pupils, Teachers Farmers, Dairymen, Horsemen

TO THE FARMERS

Farmers and others interested are invited to contribute to The Farm, The Dairy, The Turf, and Good Roads departments of The Guardian either by question, correspondence or otherwise. Answers will be given by experts to all questions of general interest and space will be given to any articles that will in any way help to advance Prince Edward Island interests.

Contributors are asked to have their articles at this office early each week, as only a short emergency item can be handled as late as one p.m. Wednesday. All received after that hour cannot appear until the following week.

THE SCHOOL AND THE HOME

Contributions for this department should be addressed to
President Teachers' Association
Guardian's School and Home
P. O. Box 138, Charlottetown.

WHY DO WE TEACH HISTORY?

(Selected and Adapted.)
We teach history in the first place to impart historical knowledge. It satisfies a very natural curiosity for us to know something of our forefathers, to trace their emergence from barbarism to a civilized state, to learn of their habits of life, the conditions under which they lived, their difficulties, and how they overcame them.

Secondly, we teach history for the opportunities it affords of mental training. Memory and imagination are cultivated, children can be taught to compare present advantages with the drawbacks of yesterday, to reflect on the "might have beens" but for the results of this or that event, and generally to connect past doings and spent lives with the affairs of today.

Thirdly, the study of history helps most largely in the formation of character. How often do we find the fact that children are wanting in reverence, commented upon and deplored, and we are all agreed that children should be taught reverence, devotion to duty, and love of country, and equally to hate tyranny and cruelty; to despise the dishonest, the time-server, and the coward; in a word, to appreciate what is good, and to condemn what is evil.

How can we do this? Certainly not by telling them to be good, or telling them to be reverent. There is only one way: familiarise the children with characters which deserve reverence, and they will learn reverence; tell them stories of Alfred, Sir Philip Sydney, and Florence Nightingale and you will encourage an unselfish spirit. Talk to them of Nelson and John Nicholson and you will quicken into life the feelings of devotion to duty and love of country; and on the other hand the stories of King John and Judge Jeffries will tend to develop a hatred of tyranny and injustice. In this way the doings of every prominent man and woman in English and Canadian history can be made a means for the exaltation of virtue or the condemnation of vice.

We now come to the question of patriotism. There are people in this world who disclaim allegiance to any particular country. They profess themselves to be citizens of the world, and actively or passively affect a superiority to those who indulge in such a reprehensible feeling as pride of race. And yet what an influence has been exerted on the fortunes of the empire by the sentiment expressed in "Ovis Britannicus sum." The pages of our history are full of accounts of soul-stirring deeds of endurance and self-devotion, consciously or unconsciously inspired by the

desire to be worthy of his breed. Who is there among us who has not thrilled at John Nicholson's declaration to Mehta Singh, "Were I the last of all my race you should not do this thing"; at Sir George White's "Thank God, we kept the flag flying"; and only recently at the magnificent spirit displayed by the officers and crew of the Titanic and his comrades' gallantry of Capt Scott and his men.

As a last thought on the subject of patriotism, it is surely no mean heritage to be able to claim kinship with races that have produced so many eminent in the arts of peace and war; that have founded great communities in three continents, whose ships are found on every sea, whose language is spreading over the whole world, and whose laws and institutions stand for justice and right to all. A knowledge of these things should provoke in us a desire to emulate their fortitude in danger's hour and their humanity after victory; and last, but not least, to embody in our commercial practices the sterling integrity and good faith that are characteristic of the typical Briton.

There is a further reason for the teaching of history. In this democratic age it is of the utmost consequence that our boys and girls should not leave school without some conception of their duties as future citizens. It may be conceded that to deal fully with this important matter is the work of the secondary school; but nevertheless it is quite practicable, and certainly desirable, upon the part of the primary school, that our children do not enter upon the business of life without an elementary knowledge of their future responsibilities and duties. If this is denied them they will grow up in a state of careless ignorance of the duties appertaining to citizenship.

Children can be taught the nature of a vote, the necessity of thinking before voting, and the duty of going to the poll. They can also be taught that a mark of patriotism is a willingness to serve the community in the various capacities consequent upon local government, that laws are made for the benefit of the people, and that therefore it is the duty of good citizens to uphold the law and to support its officers by speech and action. All these are matters of general as well as local importance, and quite within the province and scope of what is practicable for primary school teachers to deal with.

TO YOUNG TEACHERS.

1. Drive your work; don't let it drive you.
2. Keep in close touch with the reading of the children. You can give it the right direction.
3. Don't take the life out of literary selections by machine analysis.
4. Keep at a distance from neighborhood feuds and quarrels. Remember the Scripture: "He that passeth by and meddeth with strife belonging to him, is like one that taketh a dog by the ears."
5. Train yourself to bear criticism silently. In most cases it will be wise to live the Western expression: "Saw wood, and say nothing."
6. Always be proud of your work. It is the noblest on earth. Let your motto be that of the Apostle: "I magnify mine office."
7. If you are teaching in the city, do not take every trifling difficulty in your room to the principal. He has troubles of his own. Be self-reliant.
8. Be patient with that mischievous boy. In his young life there are infinite possibilities for usefulness. Under your guidance, the energy which now is destructive can be changed into a powerful agency for good.

It is not only the great privilege, but also the duty of the school to so influence children that they will want to do things, have a real desire to accomplish their school work. A mediocre teacher can get good results from the well disposed, capable pupils. The better the school and the more skillful the teacher, the more nearly will it be possible to get good results from all pupils and to induce all children to work up to their best. In a large percentage of the children who fail in school are able to do the work in which they fail if they only had enough interest in it and cared enough about doing it.

Some teachers take themselves too seriously. They don't have any fun. They read no books for the pure fun of it, and to them a big hearty laugh amounts to sacrilege. Moreover, they look on those who do laugh as frivolous, superficial, and it never seems to dawn on them that the fun these people have is their relaxation from the most intense and effective kind of hard work. A man or woman who can completely relax, works in the quiet of his own room like a whirlwind. The too serious person is unnatural, is incapable of posing, and also capable of cant. The natural person is capable of intense work and can have fun and a big laugh upon occasions.

Next to the teacher, the school board is the most important factor in the advancement of school interests. Whether the schools be a success or a failure lies largely within the control of the members. None but the best men should be elected to the school board and the best men are usually not the greatest talkers, nor the most anxious to hold the position. But there are men of intelligence, with good business judgment and a thorough appreciation of their office, its responsibilities and its limitations. They do not claim to know more on professional matters than the professional heads of the schools—and they have no axes to grind.

In every school section there should be a literary and musical organization of which the teacher should be the leader, and to which parents, pupils and the students who have left school should contribute for the pleasure and instruction of all. Debates,

discussions, readings, recitations, music, vocal and instrumental, should be included in the programs of which a competent committee should have charge.

INCREASED PAY FOR TEACHERS

(By J. D. Seaman.)
Whenever and wherever the question of Education is discussed throughout Prince Edward Island the insufficiency of the teacher's pay is acknowledged by all taking part in the discussion. Although something was done at the last session of the Legislature to improve conditions it was altogether inadequate to meet the necessity of the case.

Seeing that something must be done, and done at once if there is to be an improvement in the schools of this Province, it is very important that the method of increasing the teacher's remuneration be carefully considered. It has been urged that an increase should be made in the statutory allowance. The objection to that is that efficient and inefficient teachers would be treated alike in the increase. Any additional expenditure for education should be so applied as to ensure increased efficiency in the schools. This might be done by providing for efficient work, but an increase in the salary of the teacher would be extremely difficult, if not impossible, to fairly allot the bonuses.

The most effective way to improve the teacher's pay and at the same time secure better teaching is for the Government to amend the supplementary clause enacted at the last session of the Legislature, so that the amount of supplement paid to teachers by the district be supplemented, to at least \$100 or preferably \$150.00.

It may be objected that some districts will make the fact that the Government will duplicate the supplement given, an excuse for giving less supplement than formerly. In fact some districts did so this year. These districts will, however, be the exception, not the rule. The majority of districts, especially in the majority that have been fortunate enough to secure good teachers, the feeling will be, to try and retain their teacher, and by the fact that every additional dollar they vote will mean two towards inducing the teacher to remain. The inefficient teacher will not be apt to have increased supplements offered them.

In amending the supplementary clause, the amount duplicated by the Government should be a uniform amount to all teachers. The provision of the present law, to duplicate to the extent of 25 per cent of the statutory allowance is manifestly unfair to the female teacher. There is already a difference between the statutory allowance for the male and that for the female teacher, and the present arrangement increases that difference. If there is any reason for a difference and it is doubtful whether there is, the difference in statutory allowance is sufficient, and the supplementary clause should not be framed as to increase that difference.

TIPS FOR RURAL SCHOOL TEACHERS.

1. Make up your mind that you are going to like your school, your pupils and their parents. You will thus fortify yourself against getting homesick, as many rural teachers do, during the first month.
2. Be an example of cleanliness and neatness in dress, and expect the same from your pupils. Dress helps to determine the kind of teacher.
3. Be sure your schoolroom has the appearance of neatness and the atmosphere of study.
4. Make your daily programme and post it in the schoolroom; then follow the programme. It will help you to do more and better work in less time.
5. Keep the daily register neatly posted to date and ready for inspection by visitors and school officers. The manner in which the register is kept also indicates the kind of teacher.
6. Make all reports accurately, neatly and promptly. Know the course of study and follow it closely in all subjects. Many teachers have a tendency to slight the work in drawing and in nature study and agriculture.
7. Conduct the examinations based on the course of study fairly, and mark the answer paper conservatively.
8. Correlate the subject matter taught with the actual life of the pupils. Make every subject a live subject.
9. Visit parents and thus develop a better understanding between parents and teacher, and stimulate a progressive school spirit in the community.
10. Become a member of teachers' associations and attend all of their meetings. This is one of the sure tests of a live, progressive teacher.

11. Hold conferences with your school trustees and make the needs of your school known. Don't be afraid to ask for the things needed to equip your schoolroom.

12. Take an educational paper and avail yourself of every possible means of becoming and continuing to be progressive.
13. Don't become discouraged but remember that "difficulties are but opportunities to test your ability."

HOW TO SUCCEED.

Every teacher wants to succeed. It is natural and right. Those who read nothing, visit schools even less, attend no conventions, and join no professional societies will always wonder why the other fellow gets ahead. The teacher who subscribes to four professional papers, borrows two more, reads thoughtfully two books a year, holds memberships in two educational bodies, and attends one annual convention a year, where he not only attends the meetings and takes

notes, but also meets socially his fellow workers, will come to the front. Is it any wonder? Perhaps he cannot afford to do these things. As a matter of fact, he cannot afford not to do them. Ten per cent of one's salary should be invested in professional improvement. Brain cells develop only if stimulated. Every manufacturer allows for depreciation and provides for repairs. Our man, to succeed, must know schools, and he must know his job—the job of teaching.

LANGUAGE LESSON DEVICE.

Bessie is sent to the cloak room while the teacher tells a story. When the story is finished Bessie comes in and chooses some one to tell the story to her. If that child does not tell the story satisfactorily, she chooses some one else. When Bessie fully understands it, she tells the story to the teacher, writing the sentences on the board. The sentences are then approved or corrected and read by the entire school.

After a merry game, always call on some one to stand and clearly describe the game.

WHAT TOBACCO DOES TO THE BOY.

It is generally admitted that in the immature the moderate use of tobacco stunts the normal growth of the body and mind, and causes various nervous disturbances, especially of the heart—disturbances which it causes in later life only when smoking becomes excessive. That is to say, though a boy's atoms grow tolerant of nicotine to the extent of taking it without protest, the rest of the body keeps on protesting.

THE FARM

LETTER TO FARMERS' INSTITUTES.

Gentlemen:—The Short Courses in Agriculture, which were completed last week, bid fair to compete in popularity with the Seed Fairs, which for the last few years have been the rallying centres for our farmers during the winter months. Not many of our farmers appreciate the relative importance attached to Seed Fairs in this Province, as compared with other Provinces in Canada. Last year, the Dominion Department of Agriculture agreed to subsidize Seed Fairs and Fields of Standing Grain Competitions, in each Province, under certain conditions, to the extent of \$1000 for each million acres of land in actual cultivation. One of these conditions was that for each dollar paid out in cash prizes up to a certain amount, the Provincial Department of Agriculture was to receive 75c. The following statement shows the amount received for Seed Fairs from this source by each Province:—

Alberta.....	\$1,558.58
Manitoba.....	1,288.38
Prince Edward Island.....	500.00
Saskatchewan.....	382.67
Quebec.....	354.00
New Brunswick.....	321.00
Nova Scotia.....	125.33
Ontario.....	72.66

From the above table we see that not only did Prince Edward Island pay out more money in cash prizes, at Seed Fairs than any other Province in Canada, per acre under cultivation, but actually paid over 40 per cent more than any other Province in Eastern Canada, and about 1-6 as much as the three great Provinces of Alberta, Saskatchewan and Manitoba combined. Our Provincial Seed Fairs are regarded, by those in a position to know, as the best of their kind in Canada and with an attendance of upwards of 500 at our first Short Course in Agriculture, Quebec, Prince Edward Island is beginning to occupy a larger place in the mind of Canada. Our farmers should make the Seed Fairs bigger and better this year than they have been in the past. A new one is added to the list this year and will be held at Murray River. The following are the dates:—

The Eastern King's to be held at Souris, Wednesday, February 26th, 1913.
The Southern to be held at Murray River, Friday, February 28th, 1913.
The Provincial to be held at Summerside, March 4th, 5th and 6th, 1913.

The King's County to be held at Georgetown, March 7th, 1913.
The central to be held in Charlottetown, March 11th, 12th and 13th, 1913.

Trusting that each one of your members shall feel a personal responsibility for the success of these Seed Fairs, I remain,
Yours truly,
MURDOCH MCKINNON,
Commissioner of Agriculture.

POULTRY AT THE SHORT COURSE

As in all other departments the interest was maintained in the poultry department of the Agricultural Short Course during the second week. Included in the addresses and demonstrations given by T. A. Benson, Dominion Poultry Expert, who personally conducted all the work in his department in the second week were: "Duck Growing on the Farm"; "Turkey Raising and Turkey Diseases"; "A System of Poultry Keeping"; "A Question Drawer"; "Vigor and Type in Relation to Egg Production"; "Feeds and Feeding"; "Poultry Houses and Fixtures." On Thursday afternoon Mr. Benson spoke before a large class in the Prince of Wales Hall on the subject of "Vigor and Type in Relation to Egg Production." The address was forceful and convincing, every touch upon being driven home in a simple, clear manner calculated to leave an impression upon the hearers. The speaker laid the greatest emphasis upon the absolute necessity

of vigor. He claimed that constitutional vigor is the foundation upon which we must build if we will succeed, and that conservation of vigor must be our watch-word. Birds should be the purpose used to illustrate the lesson. In closing Mr. Benson in a few well chosen words moved a vote of thanks to the gentlemen who loaned the birds, which was seconded and carried in a most hearty manner.

On Friday morning Mr. Benson addressed all the Short Course students in the Prince of Wales Hall on the subjects of "Feeds and Feeding" and "Poultry House and Fixtures." His arguments in favor of cotton front poultry houses were certainly sound, and we know that he has to back him examples of the successful operation of such houses for the construction of which he is responsible. In this province, and his detailed description of results obtained from a similar house last winter in Ontario operated under the supervision of J. H. Hare, District Representative for Ontario County, with whom Mr. Benson was formerly associated, was quite convincing.

Mr. Benson is to be congratulated for the excellent program put on for the Short Course, which with the exception of an excellent address by Prof. J. P. Landry of Truro, was entirely carried out by himself.

WHY KEEP BEEF CATTLE

A few points from an address given at the Ottawa Winter Fair by Robert Miller of Stouffville were:—Canada's population is increasing rapidly, but statistics prove that her beef cattle are decreasing in numbers. It is absolutely necessary for every farmer to keep cattle of some kind. We have a growing home market. Two years ago market quotations showed choice export cattle to be worth from one to two cents per pound more than butchers' cattle. To-day very few export cattle are offered at all and the top of the market is reached for best butchers' cattle.

Export buyers cannot compete with the prices being paid for cattle for home consumption, as prices paid in Great Britain do not leave them sufficient margin to pay them to ship these.

Beef-raisers make profitable returns in Great Britain on much higher-priced land than that being farmed in Ontario, but on land no better for beef production. Because our land is less valuable our feed is produced at smaller cost. Many farms are becoming less productive year after year. Beef-raising would check and overcome this loss. Good live stock is necessary to change the raw material produced on the farm into a marketable product at a profit.

We must supply food for the people, and there is none better than first-class beef. There is sure to be a growing demand for good beef cattle, and the man favorably situated for producing them, nothing could be more profitable.

BUILDING UP A HEN FLOCK.

"Every farm can and should support at least one hundred hens. Have your hens purebred if you can; if you can't go this far, at least use purebred male birds. Strive for the development of a laying strain. There is no use keeping a big flock of birds if they lay only for a short period of the year. It rests with yourself to develop a laying strain. By selecting only the eggs of the best laying hens for hatching purposes the experimenters at the O.A.C. have been enabled to develop hens laying 256 eggs per year, and you all know that is a pretty large number. Of course, you can't afford to bother with trapping your hens to ascertain those which are the highest layers; but everyone working around a flock of poultry knows pretty well which hens are the best in the egg line.

"Most of your hen houses are too

warm, and perhaps too damp. At one meeting up in Grey a farmer told of his experiences. He had never been able to secure winter eggs at all. However, last winter he removed the panes of glass from the windows, substituted cotton, and ever since his hens have done much better."—J. Laughland Collingwood.

GET SEED SUPPLY EARLY

Last year hundreds of thousands of dollars were lost to the farmers of the Maritime Provinces, says an exchange, through the ignorance, in part, and the avarice of the dealers through selling grain which was entirely unfit for seed purposes. Some of the farmers themselves were to blame for looking for cheap goods. Low vitality seed is expensive at any price. Profiting by the severe experiences of the past season we trust that not one of our readers will again be caught napping. If supplies of seed sufficient for this season are not available from the home grown grain, take the precaution to get your supply early, and from reliable sources, and go forward with a determination from henceforth to grow and select your own seed each year.

THE DAIRY

IMPROVEMENT OF THE DAIRY HERD.

Improvement must begin with better feed, and more of it. Clover, corn and roots must replace the straw and marsh hay for winter feed, and the brush pasture must be cleared up and disked and sown to clover and timothy for summer feed. The barns must be so constructed that the cows will be comfortable during the half year they must be kept indoors, and the dairy work so systematized that the feeding and milking are done with regularity. The dairy cow that will produce six, eight and even ten thousand pounds of milk in a single year is the greatest improvement on nature that has been made, but she will not do it unless she is protected, fed and cared for in proportion to her yield. When her conditions are similar and sometimes worse than those of the wild cow under natural conditions on the plains, she will go back to what nature intended her to do, give milk enough for her young.

Better conditions do not mean conditions so expensive that they are impracticable for the average farmer. The long barn built by the farmer himself for his few cows may be made as comfortable and cleanly, and in every way as suitable for a dairy barn as any of the big barns, and the big expense do not necessarily make the profitable cow. It is doing well the little everyday details of dairy work, and having a cow that is capable of producing from 250 to 300 pounds of butter a year when the conditions are made favorable to that production that creates profit.

There are three essentials in improving the dairy herd: 1st, feed, care, etc.; 2nd, selection of the individual cow that is a good producer and this can be known only through keeping a record of the milk and butter produced by each individual cow; and 3rd, by using a dairy sire of known dairy quality that will transmit this quality to his heifers.

MONTREAL.

Live Stock.—The Lenten season being now here, demand for cattle and other live stock is not as good as previously. Prices, however, continue firm, owing to light supplies. Good cattle sold at 54c. to 57c., medium at 51c. to 54c. Lower grades ranged down to 3c. per lb. Lambs sold at 7c. to 7 1/2c. per lb., and sheep at 4c. to 5c. Calves were in moderate demand, at \$3 to \$12 each, according to quality. Hogs were firm, and prices ranged from 9c. to 9 1/2c., as a rule, though some stock brought 9 1/2c., weighed off cars.

Horses.—Dealers report a slight improvement in the demand. Not many horses are offering, and prices hold firm. Heavy draft horses, 1,500 to 1,700 lbs. each, \$300 to \$400; light draft, 1,400 to 1,500 lbs., \$225 to \$300; light horses, 1,000 to 1,100 lbs., \$125 to \$200 each.

Poultry.—Prices are around 21c. to 22c. per lb. for turkeys; ducks and chickens, 14c. to 17c.; fowl, 11c. to 13c., and geese, 13c. to 14c. per lb. for best.

Dressed Hogs and Provisions.—A steady demand for hogs, all offerings being taken at 13c. to 13 1/2c. per lb. for abattoir-killed, and country-dressed, at 12c. to 12 1/2c. for light, and 11 1/2c. to 12c. for heavy. Pure lard, 14c. to 15c. per lb., and compound at 9c. to 9 1/2c. Extra large hams,

(Continued on page 4.)

THE MARKETS

TORONTO.

Exporters.—Exporters weighing iron to 1,400 lbs. sold from \$6.75 to \$7.15 per cwt., by the load, and one lot of ten prime steers brought \$7.20.
Butchers.—Choice butchers' cattle sold at \$6.40 to \$6.75; loads of good, \$5.85 to \$6.25; medium, \$5.40 to \$5.75.

BINGEN 20567, 2-06 1-4. Sire of 11 in 2:10, inc. Uhlman; 1-58 Admiral Dewey 2-04 3-4 King Cole 2-05 1-4, John Ward 2-06 3-4, etc.
FANELLA 2-13. Dam of 5, including Sadie Mac 2-06 1-4, Magowan (2) 2:10 3-4, etc.

ALCAYNE 12208, 2-20 1-4. Sire of 19, including Louisa G. (4) 2:08 1-2, Leila Wilkes 2: 14 1-2, William H. 2: 15 1-4.
WILKETTA. Dam of Alcayetta 2: 20 1-4.

MAY KING 10273, 2-20. Sire of 27, including Bngo 2:06 1-4.
YOUNG MISS. By Young Jim 2009.
ARION 18000, 2-07 3-4. Sire of 7 in 2:10; dams of 10, etc.
DRIE FOR 2-18. By J. P. Jones 1899. Dam of J. P. Jones of 5.
ALCOTON, 2-2 2-27. Sire of Martha Wilkes 2:08 Bush 2:09 1-2, Harriette 2:09 3-4, etc.
CLARENCE. By Harry Clay 2: 22 1-4 Dam of 11 in list.
W. WILKES 1884, 2-21 3-4. Sire of 23, dams of 33.
LAWRENCE. By Daniel Lambert 102.

Mayor Todd is a very handsome and extremely good gaited trotter, stands 15.8 1-2 hands, weighs over 1100 lbs and is a good son of one of the best horses that ever lived. He was trained a little on the track at the Johnson farm and trotted a mile 1:18 last half in 1:08. Intending breeders should look him over before breeding their horses. Terms \$15.00 for season. For further particulars apply to the owner.

HAMMOND KELLY

Box 235, Charlottetown

Horse Medicines

are our particular strong point. We can help you greatly if you have a sick or blemished animal. Remem-ber we have \$350.00 worth of horse flesh—our elves and have the experience in caring for them. We handle every reliable horse and cattle medicine.

Condition Powder 25c a tin.
Stock Foods of all kinds—
Sheep Dip 25 @ 45c a bottle.

Absorbine for pulls, etc., \$2. a bottle.

Blitters, Tonics, Cough Powder, etc., in fact everything for the Horse.

THE MacKINNON DRUG

The Rexall Store

Cor Gt Geo & Kt Sts

Owners of the following Standard Bred and Registered animals
Ruby Rexall by Kalol
Prime Marjoi by Moko
Petraio "Prodigal
Petrim 2 23 1-4 by Bingara
The Rexall Girl by Bingan also
Dominion D 2 20 3-4
Iona Girl 2 19 1-4
Friend.